

## **1. From Ko and Rossen, Chapter 4**

**Assume you are asked to help design a course at the organization where you currently work. What resources (technology, human, etc.) do you currently have at your disposal that could assist you in doing this? What resources do you feel as an instructional designer you are missing that would hamper your efforts?**

If I am asked to design a course at my school, there are some available resources I would use. First, I would use textbooks, syllabus, class notes, and assessments used for face-to-face instruction that would be adapted to the online course. Second, software like DESMOS, Geogebra, IXL, and Edgenuity would be used to design the course. For example, IXL could be part of an adaptive learning software modules. These modules provide immediate feedback at each step of the learner. If a student fails on a particular lesson, the software provides feedback, review, or support to the student so learning can continue (Kart & Rossen, 2019, pg. 109). In IXL when a student has an incorrect answer, the program gives a detailed explanation of what they did wrong. Once they understand where the mistake was and why it was wrong, they continue to the next lesson.

Unfortunately, there are no more resources I would be able to use as an instructional designer at my school. It is a small school where one subject is only taught by one teacher. For example, I am the only teacher who teaches Algebra 1 and Geometry. If I must design the course for any of these subjects, I will be the instructional designer and the instructor at the same time. Also, I will not be able to obtain feedback from any of my colleagues, because I would be the first person designing an online course at my school.

## **2. From Ko and Rossen, Chapter 6**

**If you had to prioritize any of the elements of building an online classroom what would be at the top of your list and why? What would you eliminate and why? What type of communications do you as a teacher or student find most effective or are they the same?**

If I had to prioritize, at the top of my list would be Organizing Your Materials and Activities. An online classroom should be very organized not only to facilitate the instruction, but also to facilitate students accessing all the course materials and schedule. The instructor should decide how the material would be presented to students and the amount of time he or she considers students should spend in each lesson. These allow students to gain a more detail understanding of what the course involves, and to work ahead if they would like to do so (Kart & Rossen, 2019, pg. 144).

In the case I had to eliminate, the top of my list would be Connecting to Social Network Sites. This area does not play an important role in an online classroom. It can be used to enrich the instruction, but it is not as important as other areas. For example, it can be used at the beginning of the course so students and teacher can introduce themselves or to encourage social interaction. But I would prefer to use discussion areas and group activity area instead which are part of any learning management system (LMS).

As a teacher I find all areas effective. But to communicate with parents and students the most effective tool is texting. Texting cannot be used to impart instructional content because of its limitation to 160 characters; but it can be used for reminder notices and last-minute changes or

corrections to class assignments and schedules (Kart & Rossen, 2019, pg. 157). Remind is the texting platform I use for texting. According to Edward (2021), Remind was originally a one-way communication. Now it allows parents and students to reply to messages. However, teachers can still turn this feature off. Teachers can set up to 10 classes with an unlimited number of participants in each group.

## **References**

1. Edwards, L. (2021, April 21). *What is Remind and How Does it Work for Teachers?* Tech & Learning. <https://www.techlearning.com/how-to/what-is-remind-and-how-does-it-work-for-teachers>
2. Ko, Susan. & Rossen, S. (2017). *Teaching Online: A Practical Guide*. (4<sup>th</sup> Edition) Routledge